

**California Civil Liberties Public Education Program
(CCLPEP)**

Information Packet and Grant Application

Deadline Date: March 15, 2007

For more information, please contact:

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I. Introduction and General Information

The California Civil Liberties Public Education Program, (CCLPEP), was created in 1998 as the result of the passage of the California Civil Liberties Public Education Act, introduced by Assemblyman Mike Honda (D-San Jose). It was extended in 2000 by Assemblyman George Nakano (D-Torrance), and in 2003, Assemblywoman Wilma Chan (D-Oakland) and others led the way for the Legislature to continue the program by removing CCLPEP's termination date and making it subject to annual budget authorizations, thereby making it a permanent state program.

CCLPEP's goal and purpose is to provide competitive grants for public educational activities and the development of educational materials to ensure that the events surrounding the exclusion, forced removal and incarceration of civilians and permanent residents aliens of Japanese ancestry will be remembered, and so that the causes and circumstances of this and similar events may be illuminated and understood.

CCLPEP has funded approximately 200 projects since its inception related to the Japanese American experience during World War II. These projects have included everything from recording oral histories and composing a new symphony to designing and erecting monuments.

History

Prior to World War II, California was the home to more Japanese Americans than any other state. On February 19, 1942, just weeks after the United States entered the Pacific War, President Franklin D. Roosevelt signed Executive Order 9066. This Order gave the Secretary of War the authority and power to exclude any and all persons, citizens and aliens of Japanese descent from designated areas on the West Coast in order to provide for security against sabotage and espionage. As a result of this Executive Order, the lives of thousands of Californians were affected.

This issue has not been locked away in our past. In 1980, spurred by a groundswell of grassroots organizing of former internees, witnesses, and Japanese American and civil rights organizations, a bipartisan Congressional Commission was formed to review the facts and circumstances surrounding Executive Order 9066. As a result of the findings and recommendations of this Commission, the Civil Liberties Act of 1988 (PL 100-383) was enacted to issue a public apology for this tragic era in our nation's history; make individual restitution to those incarcerated and created the federal Civil Liberties Public Education Fund (CLPEF) to sponsor research and public educational activities.

The California State Legislature followed the federal initiative in providing educational materials and information to its citizens by passing the California Civil Liberties Public Education Act. The relationships that the California State Legislature provided has encouraged other states and regions to create similar programs to share this important period of history.

II. General Administrative Information

A. Deadline

The Deadline to submit this application is March 15, 2007.

Grant applications MUST be postmarked by this date.

Late applications will not be accepted.

B. Sending Applications

Only TWO methods of submission are accepted: U.S Mail or Private Delivery Service.

- ☐ If you are sending your application by US Mail, send it to:

California State Library
CCLPEP
P.O. Box 942837
Sacramento, CA 94237-0001

- ☐ If you are sending your application by a delivery service, such as Fed-Ex, UPS or DHL, send it to:

California State Library
CCLPEP
900 N Street, Suite 300
Sacramento, CA 95814
(916) 651-0383

C. Administrative Agency

The California Civil Liberties Public Education Program is a project of the California State Library in Sacramento, California.

For further information on CCLPEP, please contact:

Amy Sullivan
California State Library
900 N Street, Suite 300
Sacramento, CA 95814
Telephone: (916) 653-8722
Facsimile: (916) 654-5829
Email: cclpep@library.ca.gov

D. Responsibilities of CCLPEP Grant Recipients

Applicants will be informed of the results of their application in writing. If awarded funds from CCLPEP an applicant must sign a Memorandum of Understanding (MOU) agreeing to the specific scope of work requested by CCLPEP. No funds will be disbursed until both parties sign the MOU.

In addition to the specific areas agreed upon by the Applicant and CCLPEP in the MOU, each applicant must:

- ❑ Complete their project within one year of the initiation date of the project or by the date agreed to in the MOU.
- ❑ Provide quarterly summaries of their progress on their project to CCLPEP.
- ❑ Provide Quarterly Budget and Project Reports to CCLPEP.
- ❑ Attend an Orientation Meeting to be held in June-July 2007 in Sacramento, California
- ❑ Complete the project as stated in the MOU to the satisfaction of CCLPEP or negotiate a mutually acceptable change in the project scope. Please be advised that CCLPEP will be forced to initiate reimbursement proceedings of ALL MONIES awarded to you if your project is not satisfactorily completed by the termination date stated in your project.

Provide at least four print copies and when possible electronic copies of all finished work completed with CCLPEP funding to CCLPEP and, if possible, provide copies for all other CCLPEP recipients

Provide the authority for CCLPEP to reproduce and distribute the information provided for educational purposes without charge.

E. Important CCLPEP Dates to Remember

January 2007:	Grant Applications ready for public distribution
March 15, 2007:	GRANT APPLICATION DEADLINE.
March 2007:	Grant Application Review.
April 2007:	Advisory Committee Meeting to evaluate applications. This meeting will be noticed at least 10 days in advance. Please visit the website at www.library.ca.gov/cclpep to get the specific information regarding the date, the time and the location of the meeting.
May 2007:	Applicants notified of project approval.
May 2007:	Public Announcement of 2007 Grantees.
June-July 2007:	CCLPEP Orientation for Grant Recipients.
July 1, 2007:	Grant Cycle begins.

F. Check List For Applicants

- ❑ Please read the grant application in its entirety before you fill in the pages.
- ❑ Your application must specify that it will focus on one of the areas of priority for this grant cycle. If your proposed project does not focus on one of the priority areas, you will need to provide information to CCLPEP to consider your application.
- ❑ The proposal and budget is realistic and can be implemented within the one-year time frame.
- ❑ The proposal covers the process that will be followed and describes a specific end product.
- ❑ The application is complete and legible.
- ❑ The application contains 5 original hard copies.
- ❑ The Grant Application is postmarked or received prior to March 15, 2007.

III. Fiscal Year 2006-07 Grant Cycle:

In June 2005, CCLPEP convened a statewide conference entitled NOTICE TO ALL, bringing together grantees, community organizations, and other stakeholders. Not only did this conference facilitate networking and collaboration among the groups and individuals, it asked the attendees to provide CCLPEP with input to help the program sharpen its future direction.

During the grant year starting in 2007, CCLPEP will implement the recommendations from NOTICE TO ALL, in addition to receiving input from community meetings around the State. CCLPEP will invite applications that specialize in projects that will preserve and digitize existing CCLPEP projects. CCLPEP also ask for proposals to create, enhance or augment initiatives that will train and empower youth to become the teachers of our history. CCLPEP is vitally interested in efforts to develop new partnerships for distribution, for expanding and diversifying audiences, and for increasing the presence and use of CCLPEP projects and related materials in California's classrooms.

Digitization of Materials

CCLPEP needs to increase its ability to provide digital information as more schools and libraries depend on the Internet and interactive electronic media for reference material and instruction. CCLPEP materials, which include audio and VHS videotape, need to be converted and repurposed to better fit the education community's needs, and for better preservation, we welcome proposals for projects in this vein. We are especially interested in proposals that will work to preserve and digitize CCLPEP's in-house collection and resources to make them accessible to the general public through the State Library. Applications to modernize other related materials may also be considered. In addition, CCLPEP is interested in exploring the possibilities of providing curriculum via distance learning technologies, and other new frontiers in educational technology. Please see digitization standards on the CCLPEP's website at www.library.ca.gov/cclpep. An inventory of projects that need to be digitized:

- ❑ 40 VHS tapes ranging from 10 min to 2hrs converted to DVD
- ❑ 240 Audio cassettes ranging from 60 min to 90 min converted to CD's (approx 300 hrs)
- ❑ 110 (8x10) Photos that need to be scanned

Innovative New Projects

A common misconception about CCLPEP is that it is only about Japanese Americans in the period of time leading up to, during and immediately following WWII. CCLPEP believes that it is essential to shatter this notion by working in partnerships with a broad coalition of allies to show the relevance of our history with current and past events in other communities, to broaden the audience for all our stories, and to teach our society about civil rights for all people.

To that end, we invite applicants to develop partnerships and collaborations that will take existing CCLPEP-funded projects to new levels and new audiences, develop new projects of a multicultural nature that will relate the Nikkei experience to other civil liberties issues in other communities. We invite multigenerational projects that unite our history with our future, and partnerships between the community and local or statewide governmental agencies, such as county offices of education to work to increase the presence and effectiveness of CCLPEP and related projects in classrooms and libraries. We invite collaborations between the Nikkei stories and those of others who were affected during the WWII era, as well as between the Nikkei experience during WWII to the experience of communities in more recent events.

Youth

It is vitally important to educate and train the next generation of leaders about the Constitution and the civil rights of all Americans. Similarly, it is important to encourage young people to take the initiative to create works memorializing their ancestors and using that work to raise the consciousness of their peers.

Last year, several youth-oriented projects were funded through CCLPEP that empower students throughout the State to educate their own communities about the Japanese American experience.

CCLPEP looks forward to receiving proposals that will build upon these steps, as well as new and innovative projects that will help to pass the torch to the next generation.

Other

While priority for funding will go toward projects fitting one or more of the above categories, CCLPEP is committed to ensuring that the stories that are still untold are brought forward, preserved and shared, especially if there is some urgency attached to addressing the topic right away.

IV. Evaluation of Grant Applications

Once your grant application has been received by CCLPEP, it will be forwarded to a technical review panel. Reviewers will provide numerical scores for the applications they review and comments on the overall application. Applications will be reviewed by two or three reviewers.

Factors to be Considered in Each Section

Each section of the application form is assigned a specific amount of points for a cumulative total of 100 points. The points available for each Section are as follows:

Question I:	10 points
Question II:	5 points
Question III:	20 points
Question IV:	20 points
Question V:	20 points
Question VI:	10 points
Question VII:	5 points
Question VIII:	10 points

Grant applications that are scored in the top 20% will be forwarded to the CCLPEP Advisory Board and the State Librarian for further review and discussion. The State Librarian will take the comments of the Advisory Committee Members into account as she makes the final funding determinations. However, the Advisory Committee has the option to move any applications for consideration, if there is consensus from the Committee. This meeting will be publicly-noticed at least ten days in advance, via a press release and a notice on the CCLPEP website, and is open to the public. Applicants are welcome to attend, and there will be opportunities for public comment.

Please be advised that any additional information or material that is not requested in the grant application will not be considered and will not be returned or credited to your grant application.

Please be advised when being rated that information from past projects if applicable will be provided to the advisory committee.

Should you have any questions regarding the review process, you may request a copy of the numerical score your application received and summary of any written comments. **This request must be made in writing after May 30, 2007.**

If your application is not funded, and you believe it merits reconsideration, CCLPEP may review your proposal during the next fiscal year, if there are compelling reasons. This, however, does not guarantee that the grant application will receive funding and is contingent on future funding from the Legislature, and the annual funding priorities established by CCLPEP. New information regarding the specific project parameters and goals should be discussed with the CCLPEP prior to resubmission.

V. Frequently Asked Questions

Who can apply for a CCLPEP Grant?

This program is open to any nonprofit 501(c)(3) organizations, individuals, colleges and universities, cultural institutions, arts organizations, and community organizations, artists, writers, journalists, scholars, and educators, units of government, and consortia composed of any of the above.

My project does not fall under this year's theme. Can I still get funded?

It is possible. CCLPEP reserves the right to consider any application, and if your project meets the technical criteria, and fits a unique need, it may be considered for funding this year, especially if CCLPEP receives fewer applications than expected that meet the stated foci. If you are not funded this year, you are welcome to consult with the CCLPEP staff about resubmitting your proposal next year. Please note that the CCLPEP Program Director is not empowered to make unilateral decisions whether or not to fund a project.

Do I still own all the rights to the end product of my project, i.e., the book or film or piece of art?

Unless you have already signed any or all rights away as part of another funding contract, your project belongs to you. CCLPEP reserves the right to negotiate with you to provide additional copies of your work for schools or libraries, or for other educational purposes, and also to use images or excerpts from your project for educational or promotional purposes.

Who is making the decisions about the proposals?

Your proposal is first sent to a technical panel, usually 3-5 individual reviewers. The reviewers will score your proposal and make applicable comments. Approximately the top 20% will be forwarded to the CCLPEP Advisory Committee for further evaluation, and the Committee will advise the State Librarian on the final list of projects to fund, via a public meeting and/or conference call. Susan Hildreth, the State Librarian of California, will have the final approval of projects that CCLPEP will fund.

What happens after I finish my project?

It depends. Hopefully, you have already considered some strategies for distribution and/or marketing your project after its completion. If not, CCLPEP may share information about your project with other entities in order to facilitate its use. CCLPEP is not responsible for finding publishers for manuscripts, venues for displaying your project, or other end markets.

What happens if we find out partway through our project that it can't be completed as originally set forth?

Since quarterly reports are required of all grantees, this problem should be detected fairly early on, explained in the report, and addressed from there. CCLPEP will make every effort to work with you to create a mutually satisfactory change in your project scope and contract. If the project cannot be adapted to the satisfaction of the State Librarian, however, the CCLPEP reserves the right to sever the contract.

Why is this only about Japanese Americans?

It isn't, actually. There have been a number of projects funded that have dealt with other communities impacted during WWII, such as the Italian Americans, or the Japanese Latin Americans. In addition, many projects deal with a broader scope of civil rights, and discuss history and issues that have impacted other communities. However, CCLPEP's mission is to ensure that accurate, relevant, and first-hand stories of the Japanese American experience during WWII are produced and made available to the broader public so that all may learn from this lesson in our nation's history.

How can I get more information about this year's application and process?

The CCLPEP Program staff will be traveling around the state to hold public information meetings. These meetings will likely be held in cooperation with community groups in your area, and publicized to the extent possible. Check the CCLPEP website: www.library.ca.gov/cclpep for the schedule of meetings. If you cannot attend any of the meetings, you may call or email the Program Director until the final filing date. To the extent possible, the Program Director will post replies to additional questions on the current website.

Do I need a fiscal sponsor to be able to receive a CCLPEP grant?

Fiscal sponsors are not required. However, if you choose to work with a fiscal sponsor, please note that California State Library policy requires administrative fees do not exceed 10% of the total project cost.

Can I use CCLPEP funds for personnel costs?

You may use up to 20% of your total grant award to underwrite salaries and benefits for permanent staff, but there are no limitations on stipends or honoraria for project-specific personnel.

FISCAL YEAR 2006-07 CCLPEP GRANT APPLICATION

Please provide all of the requested information and answers to the questions. You must send this signed original application and five additional hard copies of all of your application information to the CCLPEP. Please type or print clearly and legibly, using a font size no smaller than 11 points. Illegible applications will not be considered. Do not attach or include any additional or supplemental materials.

I. General Information on the Applicant(s)

- A. Applicant(s): _____
- B. Organization: (if applicable) _____
- C. Mailing Address: _____

- D. Telephone Number: _____
- E. Facsimile Number: _____
- F. Email address: _____
- G. Assembly District: _____
- H. State Senate District: _____

II. General Information on the Project

1. Amount Requested from CCLPEP:
2. Other sources of funding (please indicate whether these are confirmed):
3. Former CCLPEP Applicant? If so, what year and what was produced?
4. Grant Category (check at least one)
 - ☐ Preservation/Digitization
 - ☐ Youth Empowerment
 - ☐ Partnerships
 - ☐ Performing Arts / Motion Picture
 - ☐ Historical Documentation
5. What will the end product be?

III. Questions Regarding Your Project

1. Project Description

Please use no more than this page and one additional page to describe your project, and which of the listed categories is being addressed. Be specific as to what CCLPEP funds will be used to achieve, and what your end product will be.

2. Significance of Project

Please use this page to explain the importance of your project, how and why it will meet a crucial need in the community and/or CCLPEP's body of work. Please explain how it is unique from existing work, and whether there is any urgency involved; that is, why it is critical to complete this project in the coming year.

3. Distribution of Project

Please use the space provided to describe your plans for marketing, distributing, publicizing or otherwise introducing your project to the audience you have chosen to address. Please also comment on how this project could be used in a broader context.

4. California Nexus

Using the space provided below, please describe how this project involves, relates to, or will benefit the State of California?

5. Budget

Please use the space provided below to describe your budget, or attach a detailed spreadsheet, including information on other sources of funding, and indicate what items CCLPEP will fund. Applicants must maintain accurate and complete records of expenditures. Projects may be audited. Please specify whether the sum requested from CCLPEP will enable you to complete your project.

6. Audience

Please use the space below to describe your intended audience. Who is it that you are trying to reach and how will the product/ project be used?

7. Timeline

Please use the space provided below to indicate your plan to carry out your project on a month-to-month basis, starting with July 1, 2007. While CCLPEP grants are on a one-year cycle, please provide, to the extent possible, the entire timeline needed to complete and distribute your project.

8. Applicant Profile

Please provide profiles of all the individuals and organizations that will be affiliated with your project and what their specific role will be in your proposed project. You may use the following space, **or** attach no more than one page. Please indicate whether the parties have received CCLPEP grants previously, and the degree of success achieved on CCLPEP- funded projects.

Certification

This certification must be signed by the individual applicant or by a principal officer of the applicant with the knowledge of the matters contained herein and with legal authority to obligate the organization. The undersigned certifies under penalty of perjury all of the following:

- ☐ That all the information prepared in this Grant Application is true and correct and represents a reasonable estimate of future operations based on information available at the time of application.
- ☐ That there are no misstatements or misrepresentations in the information included or attached.
- ☐ That the individual or organization will comply with all State and Federal laws that regulate Fair Labor, Civil Rights and Accessibility, as well as any other regulations set forth by the California State Library.
- ☐ That by signing this application I/we hereby release the California State Library and the State of California, their employees and agents from any liability and/or responsibility concerning damage to or loss of materials submitted to the State Library, whether or not such damage is caused by the negligence of the State Library, the State of California, their employees and/or agents.
- ☐ That I/we understand that failure to comply with any policies or requirements may result in the CCLPEP initiating reimbursement proceedings of any or all funds awarded.
- ☐ By signing the document the information contained therein becomes public.

Signature of Main Applicant: _____

Print Name: _____

Title: _____

Date: _____

FOR CCLPEP USE:

DATE RECEIVED:

REVIEWED BY:

COMMENTS:

VIII. Appendices (CCLPEP Enabling Legislation)

AB 1915

BILL NUMBER: AB 1915 CHAPTERED
BILL TEXT

CHAPTER 570
FILED WITH SECRETARY OF STATE SEPTEMBER 18, 1998
APPROVED BY GOVERNOR SEPTEMBER 17, 1998
PASSED THE ASSEMBLY AUGUST 28, 1998
PASSED THE SENATE AUGUST 27, 1998
AMENDED IN SENATE AUGUST 25, 1998
AMENDED IN SENATE JULY 7, 1998
AMENDED IN SENATE JUNE 22, 1998
AMENDED IN ASSEMBLY MAY 22, 1998
AMENDED IN ASSEMBLY APRIL 28, 1998
AMENDED IN ASSEMBLY APRIL 14, 1998

INTRODUCED BY Assembly Members Honda, Baca, Cedillo, Migden, and Shelley
 (Coauthors: Assembly Members Alquist, Aroner, Hertzberg, Lempert, Martinez, Perata, and
Washington)
 (Coauthors: Senators Dills, Lee, Lockyer, Polanco, Solis, Vasconcellos, and Watson)

FEBRUARY 17, 1998

An act to add Part 8.5 (commencing with Section 13000) to the Education Code, relating to the California Civil Liberties Public Education Act, and making an appropriation therefor.

LEGISLATIVE COUNSEL'S DIGEST

AB 1915, Honda. WWII internment of Japanese Americans: California Civil Liberties Public Education Act.

Existing law declares legislative intent to provide accurate instructional materials to schools on the internment in the United States of persons of Japanese origin and its impact on Japanese-American citizens and the Armenian genocide. Existing law provides legislative findings and

declarations that there are few films or videotapes available on the subject for teachers to use when teaching pupils about these 2 devastating events, and that films or videotapes giving the historically accurate depiction of these events should be made in order that pupils will recognize these events for the horror they represented. Existing law encourages teachers to use these films or videotapes as a resource in teaching pupils about these 2 important historical events that are commonly overlooked in today's school curriculum.

This bill would enact the California Civil Liberties Public Education Act. This bill would require the State Librarian to establish a program for the provision of grants for the purpose of educating, or developing educational materials, or both, about the exclusion, forced removal, and internment of Japanese-Americans and permanent-resident aliens of Japanese ancestry during WWII.

The bill would reappropriate \$1,000,000 appropriated to the Department of Education by the Budget Act of 1998 to the California State Library for purposes of this act.

Appropriation: yes.

THE PEOPLE OF THE STATE OF CALIFORNIA DO ENACT AS FOLLOWS:

SECTION 1. Part 8.5 (commencing with Section 13000) is added to the Education Code, to read:

PART 8.5. THE CALIFORNIA CIVIL LIBERTIES PUBLIC EDUCATION ACT
CHAPTER 1. GENERAL

13000. (a) This part shall be known and may be cited as the California Civil Liberties Public Education Act. The purpose of the California Civil Liberties Public Education Act is to sponsor public educational activities and development of educational materials to ensure that the events surrounding the exclusion, forced removal, and internment of civilians and permanent resident aliens of Japanese ancestry will be remembered, and so that the causes and circumstance of this and similar events may be illuminated and understood.

(b) The Legislature finds and declares that the federal Commission on Wartime Relocation and Internment of Civilians (CWRIC) was established by Congress in 1980 to "review the facts and circumstances surrounding Executive Order 9066, issued in February 19, 1942, and the impact of such Executive Order on American citizens and permanent residents... and to recommend appropriate remedies." The CWRIC issued a report of its findings in 1983 with the reports "Personal Justice Denied" and "Personal Justice Denied-Part II, Recommendations." The reports were based on information gathered "through 20 days of hearings in cities across the country,

particularly the West Coast, hearing testimony from more than 750 witnesses: evacuees, former government officials, public figures, interested citizens, and historians and other professionals who have studied the subjects of Commission inquiry."

(c) The lessons to be learned from the internment of Japanese-Americans during World War II are embodied in "Personal Justice Denied-Part II, Recommendations." The CWRIC concluded as follows: "In sum, Executive Order 9066 was not justified by military necessity, and the decisions that followed from it-exclusion, detention, the ending of detention and the ending of exclusion-were not founded upon military considerations. The broad historical causes that shaped these decisions were race prejudice, war hysteria, and a failure of political leadership. Widespread ignorance about Americans of Japanese descent contributed to a policy conceived in haste and executed in an atmosphere of fear and anger at Japan. A grave personal injustice was done to the American citizens and resident aliens of Japanese ancestry who, without individual review or any probative evidence against them were excluded, removed and detained by the United States during World War II."

(d) The Legislature further finds and declares that President Ronald Reagan signed into law the federal Civil Liberties Act of 1988 and declared during the signing ceremony that "This is a great day for America." In that act the Congress declared as follows: "The Congress recognizes that, as described in the Commission on Wartime Relocation and Internment of Civilians, a grave injustice was done to both citizens and permanent residents of Japanese ancestry by the evacuation, relocation, and internment of civilians during World War II. As the Commission documents, these actions were carried out without adequate security reasons and without any acts of espionage or sabotage documented by the Commission, and were motivated largely by racial prejudice, wartime hysteria, and a failure of political leadership. The excluded individuals of Japanese ancestry suffered enormous damages, both material and intangible, and there were incalculable loses in education and job training, all of which resulted in significant human suffering for which appropriate compensation has not been made. For these fundamental violations of the basic civil liberties and constitutional rights of these individuals of Japanese ancestry, the Congress apologizes on behalf of the Nation."

CHAPTER 2. CALIFORNIA CIVIL LIBERTIES PUBLIC EDUCATION GRANT PROGRAM

13015. (a) The State Librarian shall allocate grants pursuant to the program established by this part. The grants awarded under the program shall be awarded on a competitive basis.

(b) The State Librarian may contract with independent review panels and establish an advisory panel to evaluate and make recommendations to the State Librarian based on grant applications.

(c) The State Librarian shall select as grant recipients applicants who meet all of the following criteria:

(1) Applicants demonstrate the capability to, administer and complete the proposed project within specified deadlines and within the specified budget.

(2) Applicants have the experience, knowledge, and qualifications to conduct quality educational activities regarding the exclusion and detention of Japanese-Americans during World War II.

(3) Projects link the Japanese-American exclusion and detention experience with the experiences of other populations so that the cause and circumstances of this and similar violations of civil rights or acts of injustice may be illuminated and understood.

(4) Projects are designed to maximize the long-term educational impact of this chapter.

(5) Projects build upon, contribute to, and expand upon, the existing body of educational and research materials on the exclusion and detention of Japanese-Americans during World War II.

(6) Projects include the variety of experiences regarding the exclusion and detention of Japanese-Americans and its impact before, during, and after, World War II including those Japanese-Americans who served in the military and those who were interned in Department of Justice camps.

(d) Applicants for grants pursuant to this section are encouraged to do each of the following:

(1) Involve former detainees, those excluded from the military area, and their descendants in the development and implementation of projects.

(2) Develop a strategy and plan for raising the level of awareness and understanding among the American public regarding the exclusion and detention of Japanese-Americans during World War II so that the causes and circumstances of this and similar events may be illuminated and understood.

(3) Develop a strategy and plan for reaching the broad, multicultural population through project activities.

(4) Develop local and regional consortia of organizations and individuals engaged in similar educational, research, and development efforts.

(5) Coordinate and collaborate with organizations and individuals engaging in similar educational, research, and development endeavors to maximize the effect of grants.

(6) Utilize creative and innovative methods and approaches in the research, development, and implementation of their projects.

(7) Seek matching funds, in-kind contributions, or other sources of support to supplement their proposal.

(8) Use a variety of media, including new technology, and the arts to creatively and strategically appeal to a broad American public while enhancing and enriching community-based educational efforts.

(9) Include in the grant application scholarly inquiry related to the variety of experiences and impact of the exclusion and detention of persons of Japanese ancestry during World War II, as well as its relationship to the experience of other populations so that the causes, circumstances, lessons, and contemporary applications of this and similar events will be illuminated and understood.

(10) Add relevant materials to or catalogue relevant materials in libraries and other repositories for the creation, publication, and distribution of bibliographies, curriculum guides, oral histories, and other resource directories and supporting the continued development of scholarly work on this subject by making a broad range of archival, library, and research materials more accessible to the American public.

(e) The State Librarian may adopt other criteria as it deems appropriate for its review of grant proposals. In reviewing projects for funding, scoring shall be based on an evaluation of all application materials: narratives, attachments, support letters, supplementary materials, and other materials that may be requested of applicants.

13020. (a) In the review process, the State Librarian shall assign the following order of priority to the criteria set forth in subdivision (c) of Section 13015:

(1) Criteria set forth in paragraphs (1) to (4), inclusive, shall be given highest priority.

(2) Criteria set forth in paragraphs (5) to (6), inclusive, shall be given second priority.

(b) The State Librarian shall consider the overall breadth and variety of the field of applicants to determine the projects that would best fulfill its program and mission. Final grant awards may be for the full amount of the grant requests or for a portion of the grant request.

(c) Applicants for grants pursuant to this section may include any of the following:

(1) Nonprofit organizations exempt from taxation pursuant to Section 501(c)(3) of the Internal Revenue Code.

(2) Four-year colleges and universities.

(3) Cultural institutions, arts organizations, and community organizations.

(4) Individual artists, writers, journalists, scholars, and educators.

(5) Units of government.

(6) Consortia composed of any of the entities described in paragraphs (1) to (5), inclusive.

(d) Grants allocated pursuant to this section shall be provided for the general purpose of establishing a legacy of remembrance as part of a continuing process of recovery from World War II exclusion and detention and specifically to do one or both of the following:

(1) Educate the public regarding the history and the lessons of the World War II exclusion, removal, and detention of persons of Japanese ancestry through the development, coordination, and distribution of new educational materials and the development of curriculum materials to complement and augment resources currently available on this subject matter.

(2) Develop videos, plays, presentations, speaker bureaus, and exhibitions for presentation to elementary, secondary, and community college audiences.

13025. On or before January 1, 2001, the State Librarian shall report to the Governor and the appropriate fiscal and policy committees of each house of the Legislature on the types of grants awarded and the accomplishments of the program established pursuant to this part.

13030. It is the intent of the Legislature that the sum of one million dollars (\$1,000,000) be annually appropriated for three years from the General Fund to the State Librarian for purposes of this chapter.

SEC. 2. The sum of one million dollars (\$1,000,000) appropriated by Item 6110-199-0001 of Section 2.0 of the Budget Act of 1998 is hereby reappropriated to the California State Library for purposes of the California Civil Liberties Public Education Act contained in Part 8.5 (commencing with Section 13000) of the Education Code.

AB 1914

BILL NUMBER: AB 1914 CHAPTERED

BILL TEXT

CHAPTER 132

FILED WITH SECRETARY OF STATE JULY 19, 2000

APPROVED BY GOVERNOR JULY 19, 2000

PASSED THE SENATE JUNE 29, 2000

PASSED THE ASSEMBLY MAY 31, 2000

AMENDED IN ASSEMBLY MAY 26, 2000

AMENDED IN ASSEMBLY APRIL 26, 2000

AMENDED IN ASSEMBLY MARCH 27, 2000

INTRODUCED BY Assembly Member Nakano

(Coauthors: Assembly Members Alquist, Aroner, Cunneen, Firebaugh, Kuehl, Longville, Machado, and Washington)

FEBRUARY 11, 2000

An act to amend Section 13030 of the Education Code, relating to public education.

LEGISLATIVE COUNSEL'S DIGEST

AB 1914, Nakano. California Civil Liberties Public Education Act.

Existing law declares that it is the intent of the Legislature that the sum of \$1,000,000 be annually appropriated for 3 years from the General Fund to the State Librarian to sponsor public educational activities and the development of educational materials to ensure that the events surrounding the exclusion, forced removal, and internment of civilians and permanent resident aliens of Japanese ancestry will be remembered, and so that the causes and circumstances of this and similar events may be illuminated and understood.

This bill would extend this expression of the intent regarding the annual appropriation up to, and including, the 2002-03 fiscal year. The bill would, subject to an appropriation therefor, require the State Librarian to review and identify programs with similar goals that may be combined with the project in the future and to report to the Legislature, by November 1, 2004.

THE PEOPLE OF THE STATE OF CALIFORNIA DO ENACT AS FOLLOWS:

SECTION 1. Section 13030 of the Education Code is amended to read:

13030. (a) It is the intent of the Legislature that the sum of one million dollars (\$1,000,000) be annually appropriated for each of the fiscal years 2000-01, 2001-02, and 2002-03, from the General Fund to the State Librarian, for purposes of this chapter.

(b) Subject to an appropriation in the annual Budget Act or other measure for this purpose, the State Librarian shall review and identify programs with similar goals that may be combined with this project in the future.

(c) Subject to an appropriation in the annual Budget Act or other measure for this purpose, the State Librarian shall report to the Legislature by November 1, 2004 on the progress of the program and on the results of the review required by subdivision (b).

IX. CCLPEP Projects 1998-2005 by Category

Art

30th Street Wall Hanging

Momo Nagano (1998)

Broken Only at Sky

Michael Tora Speier (2002)

Home Sweet Home: Portraits of Terminal Island

Terminal Islanders and Orangewood Productions (2001)

Piecing Memories

Japanese American Services of the East Bay Quilting Class (1998)

Books

7-Sei

Neal Yamamoto (2001)

Birth of an Activist: The Sox Kitashima Story

Joy Morimoto (2001)

Blossoms in the Desert-Topaz High School Class of 1945-“Our Story in an American Concentration Camp”

Daisy Uyeda Satoda (2001)

Breaking Ground: 100 Years of Japanese Americans in Gardening in Southern California

Southern California Gardeners’ Federation, Inc. (1999)

Camp II Block 211

Jack Matsuoka and Emi Young (2001)

Comparative Racialization of Asian Americans and African Americans

Neil Gontada (2003)

Diary of Stanley Hayami

Joanne Oppenheim (2005)

Fred Korematsu: All American Action Hero

Matt Nguyen (2005)

From Pearl Harbor to 9/11 Lessons from the Incarceration of Japanese American Buddhist Ministers

Duncan Williams (2002)

From Riverside To Poston: The Fujimoto Diaries

Deborah Wong (2000)

From the Other Side of the Fence

Japanese Cultural and Community Center of Northern California (1999)

Hawaii's Americans of Japanese Ancestry's Unlawfully Evacuated But Not Interned

William M. Kaneko (2000)

The Heart Mountain Story

Mamoru Inouye (2000)(2001)

Hideo Date

Clapperstick Institute (2000)

The History of Civil Liberties in California: 1850-2000

Stan Yogi and Elaine Elinson (2003)

In America's Shadow

Kimberly and Kaleigh Komatsu (1998)

Issei Women's Legacy: The 1830 Sutter History Project

Nihonmachi Little Friends (2002)

James M. Omura Memoir Project

Professor Art Hansen (1998)

Japanese American Books Restoration Project

Asian American Curriculum Project (2002)

Japanese American Experience of Merced County 1904-1955

Japanese American Committee for Merced (2002)(2003)

The Japanese American Incarceration: A Guide For Families

Japanese Community Youth Council (2000)

Justice and Journalism – The Akira Komai Story

Michael Komai (2002)

Loyal Protest: Japanese American Draft Resisters in the Federal Courts

Eric Muller (1999)

Memoirs of an Issei Woman Artist

Ibuki Hibi Lee (2002)

My Thirty-Nine Months at the Tulelake Segregation Center

Margaret Lowery (2002)

Only What We Could Carry

Clapperstick Institute (1998)

Ordinary People, Extraordinary Deeds

Nikkei for Civil Rights and Redress (2000)

Outside the Exclusion Zones

Rita Takahashi (2000)

Outside Work

Professional Gardeners' Federation of Northern California (2001)

A Place Where Sunflowers Grow

Ruth Tobar (2005)

Protest and Resistance to Injustice: An American Tradition Symposium

Heart Mountain Wyoming Foundation (2000)

Race and Law in the Japanese American Supreme Court Cases

Neil Gotanda (2002)

Ruth Asawa Biography

Addie Lanier (2002)

Salvage and “Ongaeshi” (Repaying a Kindness): The World War II College Nisei and Southeast Asian “Boat Children”

Nisei Student Relocation Commemorative Fund, Inc. (2001)

San Mateo Japanese American Citizens League History Project

San Mateo Chapter Japanese American Citizens League (2000)

Sharing a Desert Home

Ruth Okimoto (1999)

Silent Scars of Healing Hands

Japanese American Medical Association (2001)

Swimming in the American

Hiroshi Kashiwagi (2003)

Thoughts and Reflections on the Japanese American Experience – Areas to be Explored

California State Library Foundation (2002)

Topaz Moon

Kimi Kodani Hill (1998)

Toyo Suyemoto Memoir

Susan Richardson (2005)

A Translation of the Diary of John Shinji Sato, 1942

Michael Sato (1998)

Tule Lake Confidential

Eucaly Shirai (1999)

Una Storia Segreta: The Secret History of Italian American Evacuation and Internment During World War II

Lawrence DiStasi (1999)

Uncle Gunjiro's Girlfriend

Brenda Wong Aoki (1998)

A Visit to Tulelake

Barbara Takei and Judy Tachibana (1999)

Wire Cutting

Kenji McCarthy Treanor and Yukiya Jerry Waki (2000)

With Highest Honors: Orations & Essays by Nisei Students

Joyce Hirohata (2001)

A Working Bibliography of Japanese American Internment Art

Jane Dusselier (2001)

Contests

Locked In/Locked Out

National Japanese Historical Society (2000)(2001)(2002)

Stand By Me

National Japanese Historical Society and the American Civil Liberties Union (1999)

Statewide Art and Literature Competition

California State Library Foundation (1999)

Curriculum

Building Connections

Los Angeles Unified School District (1998)

Citizens for Life

Stockton San Joaquin County Public Library and the Stockton Japanese American Citizens League (1998)

A Consortia on the Japanese American Experience

San Francisco State University, Sonoma State University, DeAnza Community College and Sacramento State University (1998)

Curriculum on the Japanese American Experience

Stanford University Program on International and Cross-Cultural Education (1998)

The Heart No Longer Silent

Megumi and Elaine S. Yoneoka (2000)

Hidden Internment: The Art Shibayama Story

Casey Peek (1999)

The Japanese American Experience to Manzanar

Asian Pacific American Labor Alliance-Los Angeles Chapter (2001)

Japanese American Internment Curriculum Resource Center

Japanese American National Library (1999)

Kaoru's Bark

Sean O'Gara (1999)

Korematsu Elementary School

Phyllis York (2005)

Lieutenant Governor Cruz M. Bustamante's *Farewell to Manzanar* Education Initiative

Office of Lieutenant Governor Cruz M. Bustamante (2001)

Lessons of Our Lifetime

VFW Nisei Post 8985 (1998)

Manzanar Education Curriculum

Alisa Lynch

Once Upon a Camp

UCLA Asian American Studies Center and the Japanese American National Museum (1998)(1999)

A Past to be Remembered

Mas Yamasaki and the Japanese American Services of the East Bay (2000)

Rabbit in the Moon in Schools

Chizuko Omori (2000)

Reading the Walls Curriculum

Allison Campbell (2005)

Spice/Densho Collaborative

Stanford University Program on International Cross Cultural Education (2000)

Stand up for Justice Curriculum Guide

Visual Communications (2002)

Teaching about Internment through the Prism of Baseball

Nisei Baseball Research Project (2002)(2003)

Tule Lake - The Past Remembered

Jim King and the Tulelake Basin School District (1999)

Unexpected Heroes: The Story of the 522nd Field Artillery Battalion

Go For Broke Education Foundation (2001)

When Justice Failed and History Happened Here: California Japanese American Internment

Elk Grove Unified School District/UC Santa Barbara (2002)(2003)

Documentary

Calling Tokyo: Japanese Americans Broadcast In World War II

Gary T. Ono (2000)

Comforting the Afflicted: Four Nisei Ministers 1942-1946

Southern California Nikkei United Methodist Caucus (2001)

Conscience and the Constitution

Frank Abe (1998)

Democracy Under Pressure: Japanese Americans and World War II

Japanese American Historical Society of San Diego (1998)

First Manzanar Pilgrimage

Tadashi Nakamura and Mari Nakano (2003)

Forced Out: Internment and the Enduring Damage to California's Cities and Towns

KVIE Public Television (2001)

Fred Korematsu Story

Eric Fournier (1998)

From Camp To Swing: A Japanese Jazz Odyssey

Julie G. Cho (2000)

Going For Broke

George Toshio Johnston (2001)

Home Sweet Home: Terminal Island Spirit Behind the Pictures

Orangewood Productions, LLC (2002)

The Italian American Film Project

Judith Ehrlich and Nick Black (2002)

Japanese American Camp Experience Overview Film

Japanese American National Museum (2001)

The Music Man of Manzanar

Brian Tadashi Maeda (2000)

The Nisei Farmer

Dean Yamada (2003)

Not at Home on the Home Front: Japanese Americans and Italian Americans in Richmond, California

Donna Graves (2002)

Pilgrimage

Karen Ishizuka and Tadashi Nakamura (2005)

Okage Sama De

Steven Okazaki (1999)

Old Man River

Cynthia Gates Fujikawa (1999)

One Wish

Michael Uno (2002)(2003) (2005)

Return To The Valley

KTEH Public Television (2000)

Silk Cocoon Project

Satsuki Ina (2002)

Stand Up for Justice

Visual Communications (1998) (2005)

Uncommon Courage

Military Intelligence Service of Northern California (1998)

Valentino's Ghost

Michael Singh (2005)

Drama

5/15/45-The Last Dance

June Watanabe (1999)

After the War

Philip Gotanda and Diane Takei (1998) (2005)

Coming into Passion/Song for a Sansei

Jude Narita (1999)

Forgotten Valor

Lane Nishikawa and the 100th/442nd/MIS Memorial
Foundation (1999)

A Jive Bomber's Christmas

Dom Magwili and Sachiko (2000)

Last Dance: A Musical Oral History

Mark Izu (2000)

Kono & Chaplin: Living in Silence

Clyde Kusatsu (2002)

Only the Brave

Lane Nishikawa and the National Japanese American Historical Society
(2001)(2002)

Exhibits

1942: Luggage From Here to Camp

Japanese American Museum of San Jose (2001)

Amache Information Distribution Project

Bob Fuchigami (1998)

The Buddhist Church Experience in the Camps

Eiko Irene Masuyama (2001)

Completing the Story-A Community Remembers

Japanese American Museum of San Jose (1998)

Digital Project on the Japanese American Collection

Japanese American National Museum (1998)

The “Enemy Alien Files” Exhibition Tour

The Enemy Alien Files Exhibition Consortium (2001)

The Heart Mountain Story

Los Gatos Museum (1999)

Home Front: The World War II Years

Ojai Valley Museum (2001)

The Immigrant Experience in California

Merced County Library (2002)

Merced and Tuolumne Obata Project

Central Sierra Arts Council and Merced County Arts Council, Inc. (2001)

MOCFA Art of Gaman Exhibit

Karin Nelson (2005)

Nomura Project

Eastern California Museum (1998)

Personal Responsibility: The Camp Photographs Of Toyo Miyatake

Eastern California Museum (1999)

San Fernando Valley Japanese American Farmer

San Fernando Valley Japanese American Community Center (2001)

Sharp Park Photo Exhibit

Lewis Kawahara (2005)

Standing Guard

Sierra College Foundation (2000)

Study Guide for Japanese American Veterans Memorial Court

Japanese American Cultural and Community Center (1999)

Histories**Beyond Faith: The Role of the Japanese American Church and Temple in the Japanese American Community**

Japanese American Cultural and Community Center (2001)

Bridge to the Rising Sun: Teachers of the US Navy Japanese Language School During World War II

Pedro Loureiro (2002)

Children's Village of Manzanar

Greg Marutani (2005)

Florin Oral History Project

Joanne Iritani and the Florin JACL (1998)

Izumi Taniguchi Oral History Program

Ralph Kumano (2003)

Japanese Peruvian Oral History Project

Grace Shimizu (2000)

Lasting Stories

Japanese American Museum of San Jose (2003)

Legacy of Internment: The Impact of Executive Order 9066 on Oxnard's Japanese American Residents

Oxnard Public Library (1999)

Living in Silence" oral histories

Clyde Kusatsu (2005)

Recordings of Public Testimonials for Unresolved Redress

Campaign for Justice/Redress NOW for Japanese Latin American (2003)

The Renunciants

Judy Tachibana and Barbara Takei (2001)(2002)(2003)

Sonoma County Japanese American Oral History Project

Sonoma County Chapter, Japanese American Citizens League (2001)

South Bay Historical Project

Japanese American Citizens League, South Bay Chapter (2002)

Stories Less Told: Women's Perspective of the Incarceration Camps

Denshō's Project (2002)

The Tucsonians

Nicole Branton and Cherstin Lyon (2000)

Voluntary Evacuees

Rita Takahashi (1998)

Japantowns

“Reconstructing California Japantown”

Kaz Maniwa (2004)

“Japanese Historical Mapping”

Dale Anne Sato (2004)

“Placer County Japantown”

David Unruhe (2004)

Comprehensive Japantown Project

Joe Yasutako and Jerry Hiura (2004)

“Bronzeville in LA Japantown 'Little Tokyo'”

Martha Nakagawa (2004)

“Birth of A Community”

Paul Osaki (2004)

Legacy

Garden of Remembrance

San Francisco State University (2000)

Japanese American Film Preservation Project

Flower Village Productions (2002)

Japanese American Memorial

California State Library Foundation (2000)

Preserving California's Japantown Legacy

California Japanese American Community Leadership Council (2000)(2001)

Tulelake-Butte Valley Fair Museum-Internment Collection

Tulelake Butte Valley Fair Friends, Inc. (2001)

Other Projects

The All Camps Project

Tule Lake Committee, Inc. and Japanese American Historical Society of San Diego (2002)

California Nisei High School Diploma Project

Japanese Cultural and Community Center of Northern California (2003)

Camp Connection ID Card Project

Alisa Lynch (2001)

Castroville Japanese Schoolhouse Restoration Project

Monterey County Redevelopment Agency (2003)

Civil Liberties Education Awareness Conference

California State Library Foundation (2001)

The Digital Generation Looks at Internment Camps – A Family Perspective

Urban Voice Inc. (2002)(2003)

Extending the Circle – A Tribute to the Work of the CCLPEP

California State Library Foundation (2002)

The First Manzanar Pilgrimage

Warren Furutani (2002)

From Fred Korematsu To Wen Ho Lee: Defending The Civil Rights of New Americans

Asian Law Caucus (2000)

Golden State Meets Gem State: Californians at Idaho's Kooskia Internment Camp, 1943-1945

Priscilla Wegars (2000)

JANM CCLPEP programs

Akemi Kikumura-Yano (2005)

Judgments Judged and Wrongs Remembered: Examining the Japanese American Civil Liberties Cases of World War II on Their 60th Anniversary

Eric Muller (2003)

Kanasha Project

Military Intelligence Service of Northern California, Japanese American Citizens League, Sonoma Chapter, and Stephen McNeil (2002)(2003)

Manzanar (CD)

East West Players (2001)

Manzanar After Dark (MAD-ness!)

Manzanar Committee (2001)

Manzanar – An American Story

Maestro Kent Nagano (1999)(2000)(2003)

Manzanar: From Mountain to Mountain...Through the Valley of Time

Joey Furutani (2001)

Manzanar Identification Project

Kari Coughlin (1998)

Manzanar Volunteer Project

Little Tokyo Service Center (2001)

Nuts and Bolts: Researching Japanese American Internment in the Bancroft Library at the University of California at Berkeley

Carol Lynne Horiuchi (2000)

NARA Research

Barbara Takei (2005)

Project J, Justice

David Iwataki (2002)

A Reflection on the Heart Mountain Relocation Camp

Eiichi Edward Sakauye (2002)

Reflections of Faith, Hope and Love

Hope Kawashima (2000)

Social Justice Curriculum and Conference Project

Professors Margaret Chon, Jerry Kang, and Eric K. Yamamoto (2001)

Voices: Sound, Historical Memory and the Internment of Japanese Americans

Darrell Hamamoto (1999)

Youth Empowerment Program
Kenyon Ching Mayeda (2005)

Performance

Big Head

Denise Uyehara (2001)

The Camp Dance: The Music & The Memories

Grateful Crane Ensemble (2002)(2003)

Enemy Alien Files scripts and Conference

John Christgau (2005)

Journey to Topaz

Sierra Repertory Theatre (2001)(2003)

Manzanar, Story of an American Family

East West Players (2000)(2002)(2003)

Nisei Monologues

Crystal Langley (2005)

“Japantown/Bronzeville Suite”

Dave Iwataki (2004)

Strands

Asian American Theater Workshop Company (2000)

UC Berkeley Nikkei Student Union 'Visions' Culture Night Production and Field Study Course

Chris Jocson (2005)

Within the Silence-Share the Courage

Living Voices (1999)(2000)(2003)

When I Awoke, I Was Climbing

Jude Narita (1998)

Studies

The Battle Between the Nisei Vets and the Nisei Resisters of Conscience

George Tsukuda (1999)

Black Civil Rights Responses to the Japanese American Internment

Professor Devon Carbado (2000)

Children of the Gripsholm

Daniel M. Schwinn (2003)

Ozawa, Cartosian, and Executive Order 9066: Socio-Legal History of Japanese and Armenian Americans in Fresno County 1922-1942

Edward Park and John Park (2002)

A Paper on United States v. Kenji Ito, Am American Citizen

Ayleen Ito Lee (2003)

“Comprehensive Japantown Study”

Wayne Maeda, Timothy Fong and John Manns (2004)

Starting Over: Impact of World War II Internment of San Francisco Japantown and Japanese American Community

Professor Ben Kobashigawa (2002)

Websites

Establish Website for the Military Intelligence Service Association of Northern California

Military Intelligence Service Association of Northern California (2001)

Exploring the Japanese Internment in Film - An E-Education Initiative

NAATA (1999)

Incarceration and Internment Camp Website

Densho: The Japanese American Legacy Project (2003)

The Jason Project-Japanese American Summaries on the Net

Clement Hanami (1999)

Lessons in Democracy

National Japanese American Citizens League (1999)

Lessons of History: Those Who Forget History Are Bound to Repeat It

Alliance of Iranian Americans (2003)

ManyMountains.org

Brian Minami (2002)

Online Atlas of California Japantowns

Ben Pease (2005)

Return to the Valley Website
KTEH Public Television (2003)

WRA Newspapers Digitization
Tom Ikeda/DENSHO (2005)

X. Advisory Committee Members

- ❑ Patrick Hayashi
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- ❑ Carole Hayashino
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